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ABSTRACT

During the 1976-77 academic year, various instructional programs and supportive and consultative services were offered to Native Americans in the Nicolet College District. Ninety-two students were enrolled in full-time programs and 123 were in part-time programs. Instructional programs included the Native American Resources Project which trained students as Natural Resources Aides for the Department of Natural Resources and the U.S. Forest Service in Wisconsin, Minnesota and Michigan; an adult basic education program; a workshop on contemporary issues in U.S. Federal Indian policy and law; a Potawatomi language course; and the Building Materials and Improvement program, or full-time vocational training program. Supportive services included the Native American Club, an orientation program for new and continuing Native American students, and a one-day inservice program for staff and students focusing on Native American concerns. Several departments and faculty members served as consultants to the Indian communities. Future plans include an outreach clerical program and a summer program on the Wisconsin Woodland Algonquian Culture. This report summarizes the various programs and services offered during the year; lists some recommendations (i.e., workshops on legal matters should be continued, and courses in Native American history, culture, crafts and language should be continued and expanded); summarizes the Native American enrollments; lists the Native American students; and includes a map outlining reservations served by the college. (NQ)

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NICOLET COLLEGE AND TECHNICAL INSTITUTE

Rhinelander, Wisconsin

A REPORT OF EDUCATIONAL SERVICES FOR NATIVE AMERICANS

ACADEMIC YEAR 1976-1977

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(Prepared by Kathy Verage)

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A Summary of the Various Programs and Services Offered Native Americans

During the Academic Year 1976-1977

The following is a summary report of the various programs and services offered Native Americans in the Nicolet College District during the academic year 1976-77. Included in this report are short range plans for the future and a listing of recommendations. For purposes of convenience and clarification, the programs and services have been categorized into three: 1) instructional programs, 2) supportive services, and 3) consultative services. It might be noted that there is an overlapping among these categories which cannot be avoided. It should also be noted that technically speaking, all programs and services provided by Nicolet College are available to Native Americans. This report, however, will focus on those programs and services which are specifically aimed at serving our Native American population. Repetition occurs between this report and the report of January, 1977, but is done so for the convenience of the reader.

INSTRUCTIONAL PROGRAMS

Project Native American Resources completed its fourth year on the Lake Julia Campus in May, 1977. This Project trains students for positions as Natural Resources Aides for the Department of Natural Resources and the United States Forest Service in the three participating states of Wisconsin, Minnesota and Michigan. Developed by Nicolet College in cooperation with the Wisconsin Department of Natural Resources, the United States Forest Service, the Upper Great Lakes Regional Planning Commission and other relevant agencies, the Project was designed as a new approach to minority education aimed at increasing the employment potential of Native Americans by utilizing their existing knowledge and skills. The Director of the Project is the primary instructor. Various other instructors have supplemented the core curriculum of the

Project (natural resources and related study) with courses such as psychology, biology, English, record keeping and mathematics. Because of the success of the Project, it is anticipated that funding will be renewed.

In an attempt to increase natural resources programs and services for our Native American population, faculty from both Nicolet College and the University of Wisconsin-Stevens Point held several meetings in which joint efforts were discussed. Both schools will explore the possibility of offering programs and services on our reservations dealing with specific environmental concerns or problems. An attempt will be made to see if services such as soil and water testing, resource inventories, environmental impact studies, land use proposals, etc., are desired. The objectives here will be two-fold: 1) to assist tribes with environmental problems, and 2) to increase student-tribal interaction and reinforce student motivation. The second phase of our joint effort will be to explore the possibility of offering University of Wisconsin-Stevens Point courses on the Lake Julia Campus which are specifically related to Native Americans. Examples of possible offerings are: "Tribal and Reservation Economics," "Wisconsin Indians," "American Indian Environmental Philosophies," and "Tribal Governments."

For the second year Nicolet College is engaged in another joint effort. The University of Wisconsin-Milwaukee and Nicolet are again co-sponsoring a summer program focusing on Wisconsin Woodland Algonquian Culture. This course, offering variable credit from two to eight, consists of lecture sections, discussion sections, and field work experience. Topics for the lecture and discussion sections include "Traditional Wisconsin Woodland Culture," "Wisconsin Woodland World View and Religion," and "Problems in Contemporary Indian Government." The Field Work section will emphasize "experiencing" Nature and crafts; students will complete individual projects for this section. Students will be able to camp with the group during the six-week course and learn traditional Indian ways of cooking. The projected summer enrollment for this course is forty-five students.

In March of 1977, the University of Wisconsin-Milwaukee and Nicolet College co-

sponsored a workshop entitled "Contemporary Issues in United States Federal Indian Policy and Law." The workshop focused on Indian tribal sovereignty, Indian self-determination, the status of litigation regarding Indian control of hunting, fishing, mineral and land rights, and modern views of tribal jurisdiction with respect to non-Indians and non-Indian enterprises. The types of questions asked by the participants reflected the fact that Tribes are generally ill-informed regarding legal and other information which would be beneficial to them. Several participants voiced a desire to have courses in "Tribal Administration" and Tribal Membership" as a follow-up to the Workshop. The Workshop illustrated the complexity of the whole area of Indian Policy and Law and created a "healthy confusion" in the minds of some participants. This confusion would be overcome by sponsoring similar workshops on a regular basis. The Audio-Visual Department of Nicolet College taped the two and one-half day workshop for individual participants and other interested community members.

During the past few years the Native American student population on the Lake Julia Campus has increased significantly. Students representing many tribes and reservations (some from other states) are enrolled in programs ranging from Adult Basic Education and General Education Development to one and two year Vocational Programs and the Liberal Arts. (For a summary of these educational offerings and for the total number of Native Americans registered in these programs, please see Appendix I) Many of our Native American students are receiving services under a Federal Project entitled "Recruitment and Training of the Urban and Rural Disadvantaged" which is in its sixth year of operation on the Lake Julia Campus. Under this project and in conjunction with the Adult Basic Education Program, Native American students are receiving individualized instruction in developmental programs such as reading improvement, communications, mathematics, pre-GED and GED preparation. Under this Project comprehensive individualized instruction in both the liberal arts and vocational areas is also provided for our Native Americans in the Independent Learning Center. (In an effort to alleviate any misunderstandings, it should be noted here that this Project is designed to provide services for all students, not

specifically Native American students)

One activity involving some of Nicolet's Native American students deserves special attention. Several students and faculty members worked closely with the School District of Rhinelander to obtain federal funding under Title IV, Parts A and B of the Indian Education Act of 1972. A representative from the School Board, faculty and Indian students from Nicolet, Indian parents and foster parents, teachers of Indian students and interested community persons held two public hearings in an attempt to assess the needs of the Indian children enrolled in the Rhinelander School District. Long sessions followed these hearings during which the proposal was written. Word was recently received from Washington that the proposal was approved. Thus, for the first time, the School District of Rhinelander will receive Title IV funding to employ a Home School Coordinator to work closely with the School District and with Indian children and their parents.

The programs and services mentioned above directly involve the Lake Julia Campus. The remainder of this section on instructional programs will focus on our out-reach programs.

Nicolet College has a sizeable out-reach program which offers many courses on or near the reservations in our District. (See the map in Appendix IV outlining the reservations in the Nicolet District) On the Lac du Flambeau Reservation, Nicolet provides a full-time vocational training program in Building Materials and Home Improvement. This program, which completed its third year in May, 1977, has been adapted to the unique needs of the Lac du Flambeau residents and enables these students to acquire skills necessary for potential employment in home improvement and related woodworking occupations. Under the Tribe's Home Improvement Program, these students constructed a two bedroom home with full basement, remodeled a burned-out home and were involved in numerous projects in the Lac du Flambeau community. Although there is some classroom instruction, most of the program focuses on the on-the-job training. This program has been the primary contributing factor leading to the organization of Lac du Flambeau Wood Products, Inc. which is owned and managed by Indians and which employs some of our graduates. More graduates

should be employed in the future because of proposed construction at Lac du Flambeau. (There are plans at Lac du Flambeau for 35 new homes, for an 18 unit apartment complex for the elderly, for expansion of the Community Building and for renovation of certain downtown areas) Certain perceptual problems surround this program: for example, it is perceived by some as a work project rather than an educational program. Despite this problem and others, this project has been highly successful as is evidenced by the student completion rate (see Appendix II, Table II).

Also located on the Lac du Flambeau Reservation is a Nicolet College Learning Center which completed its third year of operation and is modeled after our Lake Julia Independent Learning Center. The Educational Specialist at this Center provides individualized instruction in reading, communications, mathematics, Adult Basic Education and General Education Development. This instructor serves as a liaison between the Learning Center and the Lake Julia faculty in arranging independent study for Native Americans and has also worked to establish a library at this Center. Because of increased enrollments, Nicolet hired a part-time assistant instructor in March to assist the Educational Specialist. Enrollments are expected to climb this summer because it appears that the Tribe will require the completion of the GED as prerequisite for certain tribal positions.

During the Fall Semester a six-week course on supervision was offered on the Lac du Flambeau Reservation as part of its Tribal Leadership Development Program. Requested by the President of the Tribal Council, the course focused on problems relating to personnel management and was intended for those individuals in supervisory and/or managerial positions in various tribal offices. This course sparked a desire to have secretarial workshops and record keeping courses. It is anticipated that these courses and follow-up sessions to the workshop will be held in the coming year.

There appears to be a general need on the Lac du Flambeau Reservation for courses relating to office procedures, payroll accounting and related accounting functions. (The offices of the Great Lakes Inter-Tribal Council are based on this Reservation)

These courses would be offered under a Federal Project "Out-Reach Office Education, Exploration and Training for Native Americans" which in the past proveded typing and filing for this Reservation. Various individuals on this Reservation have requested that more courses be offered in the Learning Center because of transportation difficulties for people who wish to live on the Reservation while attending Nicolet.

On the Mole Lake Reservation the College has offered typing and has made an inroad in establishing a Learning Center where the Education Specialist mentioned above worked with a few ABE students. Again, there is interest in the out-reach clerical program. In particular, filing and courses in general office procedures are needed. It is interesting to note that it was this Reservation which requested an accounting course because of the complicated government forms surrounding federal funding of certain projects. As it turned out, however, the Tribe did not want a course but rather immediate help with certain bookkeeping procedures. The business faculty from the Lake Julia Campus met with tribal personnel, advised them on the procedures and are still serving in a consulting capacity. This is a good example of an instructional request leading to consulting functions rather than classroom instruction.

Similar to the Chippewa Tribe at Lac du Flambeau and Mole Lake, the Potawatomi Tribe in both areas, Lake Lucerne and Wabeno, have received services in the past under our out-reach clerical project. No clerical courses, however, were offered during this academic year. Requested for next year are courses in business letter writing and bookkeeping. The Education Specialist mentioned previously instructed several Potawatomi students in the ABE Program at our Laona Center. One of the most successful courses ever run on any reservation was the Potawatomi Language course held in the Stone Lake Community Building. Interest and attendance were so great that the initial ten week course was extended for another ten weeks. First Aid was nother successful course with individuals attending from both areas. Courses in tanning hides and in child psychology have been requested for the future. The child psychology course would partially fulfill requirements for a proposed Day Care Center.

The Community Services Office of Nicolet College has also been involved in out-reach programs with a few of its centers located on or near our reservations. The Crandon Center and the East Center which has locations in Laona and Wabeno, offered a total of 29 special interest courses during our Fall Semester and 33 courses during our Winter Semester. The three locations (Crandon, Laona, and Wabeno) are physically close to three of the four Native American groups we serve: the Forest County Potawatomi located at Stone Lake near Crandon, the Potawatomi located in the Wabeno/Carter area, and the Sokaogan Band of Chippewa located at Mole Lake, a few miles from Crandon.

During the Fall Semester, the Lac du Flambeau Center located on that Reservation offered five special interest courses including beginning sewing, Christmas crafts, two ceramics courses and an Indian Language course (Chippewa) which has become a regular program offering. The Lakeland Center in Minocqua (18 miles from Lac du Flambeau) offered a total of 27 special interest courses during the Fall Semester. For the Winter Semester four courses were scheduled for the Lac du Flambeau Center and 44 for the Lakeland Center

SUPPORTIVE SERVICES

At the present time Nicolet College employs two full-time faculty (one of Indian heritage) and a half-time financial aid counselor to work with the Native American population in our District. (A third full-time individual, also of Indian heritage and a counselor, resigned in March, 1977) One individual is Project Coordinator of a three-district consortium which includes North Central Technical Institute in Wausau, Mid-State Technical Institute in Wisconsin Rapids, and Nicolet College. The objective of this joint project is to provide services to the American Indian student so that he/she can bridge the gap between education, culture and work. Specific responsibilities include assisting Native American students with admission and scheduling procedures, with securing adequate housing, and with securing individualized instructional assistance as may be needed to ensure educational success. This individual also provides leadership

in sensitizing the Nicolet College staff to American Indian cultures, problems and goals.

The second full-time faculty member is responsible for maintaining liaison with the reservations and Indian agencies in the Nicolet District. This individual is also responsible for coordinating courses relating to American Indian History and Culture, both full-time and special interest offerings on the Lake Julia Campus and on the reservations. Additional responsibilities include maintaining records and preparing necessary reports concerning Nicolet College Native American students and other students with special economic, cultural, social and physical needs.

The half-time financial aid counselor works primarily, although not exclusively, with Native American students in securing adequate funding for them. This counselor and the reservation-liaison person mentioned above have made trips to the reservations to meet with prospective students for program planning and financial aid counseling. One example in particular is that of eight students who came from the Stone Lake Reservation to the Lake Julia Campus for a general introduction to the campus and for information on our program offerings. This was followed a week later by a joint visitation to the Stone Lake Reservation at which time program planning and financial aid counseling were completed. Other examples involved several trips of prospective students from Lakeland High School. This team approach has worked very effectively and will be continued in the future.

The Native American Club, which has been in existence for five years, was again very active on the Lake Julia Campus. Officially organized in November with the election of officers, the Club sponsored several fund-raising activities in preparation for its annual pow wow. Because this annual pow wow and dinner have attracted several hundred people in the past, it was decided to move these events off campus for the first time. The Mole Lake Reservation was chosen because of the size of its campgrounds but also because the students wanted to re-capture the older, more traditional pow wows of the past in a traditional setting. Although the pow wow barely got off the ground, success came in other ways. What occurred was the creation of a new spirit, a spirit of together-

ness and a feeling of pride in one's Indian heritage. Between songs various speakers discussed topics which touched all lives, both Indian and non-Indian. People left the two-day event feeling closer and feeling better about themselves. Partly because of the success of this pow wow, several Native American Club members would like to see this Club take a new direction in the future. These individuals would like to replace the over-emphasis on purely social activities with an emphasis on activities which would enhance this feeling of pride. They would also like to serve in an advisory capacity to the College regarding curriculum and library materials as was the case when the Club was initially founded five years ago and was known as the Nicolet Indian Advisory Committee.

The Native American Club has other concerns. Several Club members have voiced a desire to have weekly activities centering around certain topics and themes. Some suggested the showing of films about Native Americans which would serve as a focal point for discussion of topics including Indian civil rights or the unique relationship Indian Tribes have with the United States government. Films were ordered during the second semester and although no group discussions followed the showing of the films, interest in the films was high and it appeared that the students were developing a critical perspective or awareness as to the worth or "correctness" of the material presented in the films. Most voiced a desire to have more films and other audio-visual aids each semester.

Another goal of some students is to form a self-awareness or human-awareness group that would meet weekly and would probably be modeled after the successful "Retread" group (a group of returning adults who hold regularly scheduled meetings during which different topics are discussed). The motivation behind this appears to be the realization that many Native American students still feel "different" (from the majority culture) in the College setting and by bringing these feelings out in the open might be able to help each other with problems such as low self-image and lack of motivation. (This writer has tried unsuccessfully to form such a group; it now appears that some

students are ready for this)

Another concern of some of these students is to have the College establish a Native American Center on the Lake Julia Campus where the students could gather. At the present time students are gathering in instructors' and counselors' offices. Accompanying this concern is a desire to have the offices of the personnel who work with these students relocated so that they will be in close physical proximity and close to the proposed Native American Center.

Two special supportive services were offered during the first few weeks of the second semester. An orientation program for new and continuing Native American students was held during the first week of the second semester. Although this was done on an individual, informal basis in the past, the program represented the first structured, group approach to orientation programs specifically for Native Americans. Various faculty spoke about Nicolet's offerings, financial aids, scheduling and the ramifications of grade point averages. The program provided the students an opportunity to meet each other and to share their feelings and thoughts about college. Another similar orientation program was the Native American Career Day held a few weeks later. Students from area high schools (some came long distances) and some of our Nicolet students attended the program which again included Nicolet faculty who discussed the various programs available, financial aids and the advising procedure. The afternoon sessions were devoted to small group meetings with faculty who explained the programs offered in the various divisions. Career information services have always been available to these students on an individual basis; this program, however, represented the first group approach specifically designed for Native Americans.

In February, under Nicolet's Professional Development Program, the College sponsored a one-day in-service program for staff and students focusing on Native American concerns. Coordinated by the counselor to Project Native American Resources, the program focused on facilitating improved communication and service between the College personnel and Nicolet's Native American students. The workshop was quite well received although some individuals

felt that it was too short and too general in nature. Time did not allow for concentrated discussion of some areas of concern. The program, however, seemed to create an increased awareness, if not an understanding, of the needs of Native American students.

The Native American Performing Artists, co-sponsored by Mount Senario College and Nicolet, appeared at Nicolet in March. Their program is designed as an exposure of Native American artists in various entertainment fields which are not traditional to Native Americans. The three artists performed both original works and those of other prominent Native American performers. One of the highlights of the program was a performance by a Native American guitarist. Another was the performance in modern dance and mime of "The Dispossessed," a statement about contemporary Indian life. The program was well received. Many individuals expressed a desire to see more programs of this nature.

Finally, under this section devoted to Supportive Services, it should be noted that the Community Services Office of the Lake Julia Campus has hosted several tribal meetings and meetings of agencies which work specifically with Native Americans. This Office has hosted meetings of the Community Health Representatives and hosted a two-day Alcoholism Conference. Both the Great Lakes Inter-Tribal Council and its Education Sub-Committee have met on the Lake Julia Campus.

CONSULTATIVE SERVICES

In the past, several departments and faculty members of Nicolet College served as consultants to the Indian communities. The Education Specialist in the Independent Learning Center served as a consultant for the Adult Education Program at Lac du Flambeau, as consultant for the tribally-run learning center at Mole Lake and for Project Native American Resources in terms of placing students in appropriate independent study programs. The reservation-liaison individual and the Independent Learning Center staff worked closely with the Department of Vocational Rehabilitation in placing Indian students in appropriate programs. The reservation-liaison person has frequently been consulted

regarding educational offerings, social services, proposal writing, interpretation of documents and funding for prospective students. This individual was asked by the Stone Lake Reservation to serve as a consultant in identifying certain problems existing on that reservation and in suggesting possible solutions to the problems. What ensued was a six-hour workshop in the Stone Lake Community Building which emphasized self-awareness, identified tribal objectives and the problems which hinder these objectives from being met. The follow-up to this will be a workshop on problem solving. This individual has also been asked to serve as a consultant in helping those Stone Lake students who suffer from self-identity problems.

Under the rules and regulations of Title IV (mentioned under "instructional services"), is the necessity for establishing a Parent Committee which will set the policies and procedures or "by-laws" for the administration of the program. Two Nicolet College Native American students and this writer were elected officers of this Committee and will be serving as consultants to the School District of Rhinelander regarding the needs of Indian children in the School District. Because of the interest in Indian education generated by the two Title IV public hearings, these individuals were consulted regarding an in-service workshop for teachers in the Rhinelander School District emphasizing American Indian values and culture. Scheduled for August, this in-service program will represent the first workshop in the School District devoted to American Indian concerns.

Because of the varied activities scheduled for our annual Indian Week, many Nicolet College personnel serve as consultants in planning these activities. The three staff members mentioned previously, the Director and Secretary of Project Native American Resources, Nicolet's Home Economics Coordinator, the instructors in our Food Preparation Program and many others all serve as consultants in helping to make Indian Week a success.

RECOMMENDATIONS

The recommendations listed below are a composite of suggestions expressed at various group meetings (meetings with individuals who work with Native Americans) and in individual

Interviews with faculty, students and certain tribal personnel. The opinions expressed represent the views of approximately 35 individuals but represent neither total agreement among these individuals (although on some issues agreement was strong) nor do they represent a priority ranking. Some "problems" listed below may not be problems in themselves but rather may be stated as such because of perceptual differences existing among people viewing our programs and the mission of the College. Although a survey planned for our reservations did not materialize this year, it is recommended that a survey be conducted to pin-point precisely the immediate and long term needs of individuals and of the collective tribes.

INSTRUCTIONAL SERVICES

1) Communication between Nicolet College, the University of Wisconsin-Stevens Point and the Reservations must be improved. If the University of Wisconsin-Stevens Point and Nicolet College are serious about providing services to the reservations pertaining to natural resources as mentioned in this report, then communication between the two schools must be improved and contact made with the appropriate reservation personnel.

2) Nicolet should have a greater part in planning the UW-M/Nicolet Summer Institute. The UW-M/Nicolet jointly sponsored institute on Wisconsin Woodland Algonquian Culture has sparked great interest in this culture and has attracted a substantial enrollment for two summers. However, there appear to be problems in establishing the program partly because of distances between the schools and the difficulty in scheduling joint meetings. (Many details, of course, can be worked out over the telephone which was done this year) If this institution is to be sponsored in the future, it is recommended that meetings be held early in the year to avoid some of the last minute decisions clouding this program and that Nicolet have a greater voice than it has had in the decision making process.

3) Workshops dealing with legal matters should be continued. Based on the workshop held in March, it appears that there is strong interest among the tribes concerning federal law as it affects the reservation and Indian tribes. The Workshop also illustrated that tribes are generally ill-informed regarding these matters.

4) Nicolet should pursue the possibility of submitting a proposal under Title IV. There is some interest in a training program (which could possibly carry credit) for Nicolet College Native American students which would enable them to provide services (instructional and/or supportive) to the Native American children enrolled in the School District of Rhinelander. This would complement the Title IV program which will begin this Fall in the School District.

5) Courses in Native American history, culture, crafts and language should be con-

tinued and expanded. The overwhelming success of the Potawatomi Language course is an example of the interest in these courses. Division chairmen, however, should not be involved in planning, programming or "sanctioning" Indian related courses. Those personnel who work closely with the Native American population know far more about needs than do the chairmen. A good example of this was the scheduling of the Potawatomi and Chippewa Language courses for the Lake Julia Campus after it was recommended that they be run on the reservations. The Potawatomi course was moved to Stone Lake but the Chippewa course never materialized.

6) The Nicolet College area coordinators should not be involved in program planning on the reservations. This should remain the responsibility of the reservation-liaison person. This approach would eliminate much unneeded confusion for all parties concerned, i.e., the reservations, the area coordinators and liaison individual. Historically, the tribes have approached the College directly for services. The use of area coordinators creates an unnecessary stumbling block.

7) The use of films and other audio visual aids on Native Americans should be expanded. The films ordered during the second semester were quite well received by our students. These films and other aids could be used for discussion purposes in regularly scheduled courses on the Lake Julia campus.

8) Nicolet should explore the possibility of offering some courses on a classroom basis rather than solely on an independent study basis. Particular reference is made here to secretarial courses and to the program of study for the GED exam. This request comes from the Tribal Chairperson at Stone Lake who feels the student should have a choice (independent versus classroom instruction) and also feels that some Native American students would preform better in the classroom situation particularly in the courses mentioned.

9) Nicolet should continue to offer supervision and clerical courses. There appears to be a constant interest in these courses for up-dated material because of the need for efficient operation of tribal matters. The out-reach clerical program did not materialize this year perhaps because a saturation point was reached during the two years it was offered. It is speculated that the Tribes will be ready for more courses in the coming year principally because of the turn-over rate among clerical employees on the reservations.

SUPPORTIVE SERVICES

1) It is recommended that Nicolet review the number of individuals working directly and indirectly with Native American students and the workload of these individuals. It appears at the present time that there are either too many faculty involved or that individual responsibilities overlap. This causes confusion among our Native American populations (those on campus and on the reservations) and confusion among these faculty members. Confusion centers around the questions of who is responsible for providing which service and which office should be contacted to initiate the service. Attention should be given to the idea of reducing the number of individuals working with this group or delineating more clearly various responsibilities.

2) It is recommended that the College explore the possibility of establishing a Native American Center for the students. The establishment of such a Center would help to alleviate the present problem of students gathering daily in counselors' and instructors' offices. It might be noted here that year after year the Native American students form both a physical and a social community

within the College and do not mix freely with non-Indians. The establishment of a Center might promote this isolation but it might also be the first step in helping them to be more independent of counselors and instructors than they presently are.

3) It is recommended that the College explore the possibility of re-locating all personnel who work directly with Native Americans so that their offices will be in close physical proximity. This would expedite services and reduce confusion among both the Native American population and the personnel who work with them. (If a Native American Center is created, these offices might be located near this Center) Perhaps a single Native American Office could be established wherein would be located all personnel who work with these students. All information or requests dealing with Native Americans could be channelled into this Office and all information could flow from this single office. This would eliminate confusion among the students, improve communication among personnel and facilitate services to the total Native American population, both on the Lake Julia Campus and on the Reservations.

4) It is recommended that a Retread Group or Coping Skills Group be established for Native Americans. Some Native American Students exhibit a behavioral pattern of going daily from office to office and then "back tracking" through the same offices. A few students make this a daily routine and substitute this behavior for classroom attendance. This pattern might reflect a need for a program which would enable the students to achieve greater security than they now have, and to improve their self-image which at the present time appears to interfere with their academic progress. This should be pursued because at the end of the academic year some students indicated an interest in forming such a group.

5) It is recommended that follow-up efforts be increased regarding absenteeism and withdrawal from school of Native Americans. We know that students leave because of various problems: transportation, financial, housing and personal. It also appears, at least from the surface, that few students leave because of academic problems. An intensive follow-up study might produce other reasons.

6) It is recommended that more in-service programs similar to the workshop presented in February be held either on the Lake Julia Campus or on the reservations (which was done in the past). There is a need for continued dialogue between the Indian communities and the College personnel.

7) It is recommended that Orientation Programs and Career Day activities be planned for each semester. Both of these programs proved highly successful during the past semester.

8) It is recommended that efforts be made to help students define their personal and academic goal. Many Native American students have problems with goal setting and with motivation. Goals are often nebulous and very short term if they exist at all.

9) It is recommended that the College review its policy of liberal financial support for Indian Week. Because the College has generously supported these activities each year, some students take little responsibility for planning or budgeting of events and develop unrealistic attitudes toward individual responsibility and monetary concerns.

CONSULTATIVE SERVICES

The key to providing consultative services is to keep open communications between Nicolet personnel and the Native American populations on the Lake Julia Campus and on the reservations. Frequent attendance at local tribal council and education committee meetings and frequent visits to the reservations are recommended. A representative from Nicolet should continue to attend State-wide meetings and conferences and the monthly meetings of the Great Lakes Inter-Tribal Council and its Education Sub-Committee.

APPENDIX I

NICOLET COLLEGE AND TECHNICAL INSTITUTE

Rhinelander, Wisconsin

A Summary of Native American Enrollments

(Academic Year 1976-1977)

Educational Offering	Location	Number of Enrollments
Project Native American Resources	Lake Julia Campus	21
One Year Vocational	Lake Julia Campus	25
Two Year Associate of Applied Science	Lake Julia Campus	5
Two Year Liberal Arts	Lake Julia Campus	24
Pre-Service Nursing Asst. Program	Lake Julia Campus	3
Adult Basic Education	Lake Julia Campus	10
Supervision	Lac du Flambeau	30
Building Materials	Lac du Flambeau	17
Adult Basic Education	Lac du Flambeau	33
Adult Basic Education	Mole Lake	7
Adult Basic Education	Laona	5
First Aid	Stone Lake	10
Potawatomi Language	Stone Lake	25
	TOTAL	215

NOTE: The Potawatomi Language Program had two courses enrolling 25 individuals but a total course enrollment of 36. Eleven individuals took both Potawatomi Language courses.

Appendix II: Analysis, Commentary and Tables

Analysis of Data on Native American Students
Academic Year 1976-1977

Nicolet College served a total of 199 Native American students during the academic year 1976-77.[1] Several of these students were enrolled in more than one course bringing the total course enrollment to 215 (Table I). (These figures do not include Native Americans registered in all special interest offerings throughout the District. If this figure were tabulated, it would probably exceed 100 students) Of these 215 enrollments, 92 (or 42.8%) were enrolled in the full-time programs whereas 123 (or 57.2%) were enrolled in the part-time programs. Within the total course enrollment, males constituted 53.7% of the enrollment and females 46.5% of the enrollment. The full-time programs attracted primarily males (67.4%); the part-time programs appealed to both males (43.1%) and females (56.9%).

The full-time programs consisted of the Native American Resources Project (NAR), the Building Materials and Home Improvement Program, the Liberal Arts Program, the one year Vocational Diploma Programs and the two year Associate of Applied Science Degree Programs (Table II). Of the 21 students enrolled in the NAR Project, 20 (95.2%) were male and one female. The Building Materials course had 17 students of whom 15 (88.2%) were male and 2 (11.8%) were female. In the Liberal Arts Program, 24 students were enrolled: 11 males (45.8%) and 13 females (51.2%). The one year Vocational Diploma Programs had 25 students of whom 16 (64.0%) were male and 9 (36.0%) were female while the two year Associate of Applied Science Degree Programs enrolled 5 females (100.0%) and no males. The data suggests that male students prefer the certificate and diploma programs and that the female students prefer the Liberal Arts and Associate of Science Degree Program. Apparently the male students seek shorter term courses possibly because of an immediate need for employment.

[1]Not included in this report is the total number of Native American who: 1) enrolled in special interest offerings throughout the District, 2) attended the Indian Law and problem identification workshops, 3) participated in Career Day, 4) attended Nicolet's in-service program, 5) enrolled for summer school, 6) were given supportive services, and 7) were served in ways other than categories listed in the narrative report. The total number of Native Americans served by Nicolet College during this academic year would approach or exceed 400.

The part-time programs at the College consisted of the Supervision, First Aid, Potawatomi Language and the Adult Basic Education (ABE) courses (Table III). Thirty students enrolled in the Supervision course of whom 24 (80.0%) were male and 6 (20.0%) were female. In the First Aid course equal representation was achieved: 5 males and 5 females. The Potawatomi Language Program had two courses enrolling 25 individuals but a total course enrollment of 36 (eleven students took both courses). Of the 25 students, 9 (36.0%) were male while 16 (64.0%) were female. Course #1 enrolled 20 students: 6 (30.0%) male and 14 (70.0%) female; course #2 enrolled 16 students: 5 (31.2%) male and 11 (68.8%) female. Finally, during the academic year the Adult Basic Education Program served 55 students: 15 (27.3%) males and 40 (72.7%) females. This program can also be divided into the Out-reach and Lake Julia sections. The Out-reach section enrolled 45 students of whom 10 (18.2%) were male and 35 (63.6%) were female. The Lake Julia section enrolled 10 students of whom 3 (30.0%) were male and 7 (70.0%) were female.

A detailed analysis of these program figures suggests that the female Native American appears to seek degree programs and special interest offerings (continuing education) to a greater extent than does the male Native American. For example, 51 of the 62 (82.3%) full-time male Native Americans enrolled in the shorter term diploma programs while 18 of the 30 (60.0%) full-time female Native Americans enrolled in the Associate of Arts (13 students) or Associate of Applied Science (5 students) Degree Programs. In the part-time programs 70 (56.9%) of the students were female. As mentioned the ABE program enrolled 40 (72.7%) females while the Potawatomi Language course enrolled 16 (64.0%) females and the Pre-Service Nursing Program enrolled 5 (100.0%) females. Native American males dominated the enrollment (80.0%) in the Supervision course. The evidence (ABE, Potawatomi Language) suggests that the female Native Americans favor continuing education programs.

The success of any program is often measured in terms of the student completion ratio. (The word "Completion" should be interpreted as completing the semester not the program or course for which the student is enrolled) Nicolet College saw 42 (45.6%) of the 92 Native Americans enrolled in the full-time programs complete the semester for which they were enrolled (Table I). This figure includes 26 males (61.9%) and 16 females (38.1%). Of the

total number of males (62) enrolled in the full-time programs, the 26 males completing represents a 41.9% completion rate. Of the 30 females enrolled full-time, the 16 completing represents a 53.3% completion rate. Thus, the completion rate for females in the full-time programs is higher than for males.

In terms of the specific program withing the full-time category, the NAR Project had 5 Native Americans (23.8%) complete the Program (Table I). All five were male students. The lone female did not complete the Program. In the Building Materials course, 10 of 17 (58.8%) enrolled completed the course which includes 9 of 15 males (60.0%) and one of two females (50.5%). The Liberal Arts Program had 14 of the 24 (58.3%) students complete which includes 6 of 11 males (54.5%) and 8 of 13 females (61.5%). The one year Vocational Diploma Programs had 11 of 25 (44.0%) complete the semester which includes 6 of 16 males (37.5%) and 5 of 9 females (55.6%). The two year Associate of Applied Science Degree Programs had two completions among the five female students (40.0%). No males were enrolled in the two year Associate of Applied Science programs.

Finally, the completion rate for the ABE program can be calculated (Table III). Of the 55 Native Americans enrolled, 3 (or 5.5%) passed the GED exam this academic year including 2 males and 1 female which represents a 13.3% completion rate for the males (2 of 15) and 2.5% completion rate for the females (1 of 40). However, an additiona 20 students (36.4% of the total enrolled) were considered as near completion: 6 males (30.0%) of 20) and 14 females (70.0% of 20). If the completions and near completions are totaled, 23 of 55 students enrolled (or 41.8%) made substantial progress or passed the GED exam during the academic year.

Commentary on the Statistics

A traditional method often used to measure educational success is to calculate the number of graduates in a particular program or course. If we would view success only in

this manner, we would view almost the entire Native American "Program" as unsuccessful. For example, only 5 of 21 students in Project Native American Resources graduated; only one student received an Associate of Arts Degree; only one finished the Pre-Service Nursing Assistant Program and very few ABE students passed the GED exam. There were no "graduates" from the Building Materials Program because those students finishing the program did not complete the additional 12 credits required by the State for a diploma. These students, however, will receive a certificate indicating they completed the core of the Program (20 credits) which may be the situation of other students enrolled in other programs. It should be recognized that graduation from a particular program is not the only method of defining success. These students may have met their goals by completing the core of the program and may rightfully view themselves academically successful.

The number of graduates who are employed as a result of training received at Nicolet is another traditional method used in measuring success. For the Native Americans the total number will be low because of the few graduates; however, the few who did graduate have a fairly good employment record. We know, for example, that all five graduates of Project Native American Resources are employed in the area for which they received training. It also appears that several individuals from the Building Materials Program are or will be employed by Lac du Flambeau Wood Products, Inc. or the Wisconsin Indian Development Corporation. This situation can also reverse itself. For example, the lone female enrolled in Project Native American Resources did not complete the Program but is presently employed by her tribe. There may be other cases similar to this of which we have no knowledge.

In reviewing the statistics for the past year, we must realize that almost 43% of the Native American enrollment consisted of part-time students. Some of these students enrolled in courses such as typing and reading improvement in an effort to up-grade their skills or in courses such as Potawatomi Language in an effort to pursue a special interest. Others enrolled in courses to prepare themselves specifically for the GED exam. For many

of these students the purpose was essentially pre-vocational and were enrolled in courses for which there is no "graduation." Many of these students did not meet the traditional educational goals as defined by the majority culture (graduation from a full-time program which leads to gainful employment) but may have met their personal goals and view their academic year as successful.

The reason for viewing completion of the semester as the best indicator of a successful year rather than graduation or employment is that the College has seen a substantial number of Native Americans withdraw from school each semester. Indeed, the drop-out rate among Native American students is well known and is perceived by some to be much higher than the drop-out rate of non-Indians. If, however, the statistics from this report were measured against statistics on non-Indians registered in similar programs and courses, it is speculated that there would not be much difference. Many non-Indians do not complete the semester for which they are enrolled. The statistics in this report indicate a successful year in that a considerable number of Native American were retained.

TABLE I: Summary of Statistics

On Native Americans

(Enrollment)

Program	Total Enrollment	Male Enrollment	Percent of Total	Female Enrollment	Percent of Total
Full-Time	92	62	67.4	30	32.6
Part-Time	123	53	43.1	70	56.9
TOTAL	215	115	53.5	100	46.5

TABLE II: Analysis of Full-Time Programs

Program	Total Enrollment/ Completions	Male Enrollment	Percent of Total	Female Enrollment	Percent of Total	Completions Percent of Male	Completions Percent of Female
NAR	21	20	95.2	1	4.8		
Completions	5	5	23.8	0	0.0	25.0	0.0
Building Materials	17	15	88.2	2	11.8		
Completions	10	9	52.9	1	5.9	60.0	50.0
Liberal Arts	24	11	45.8	13	51.2		
Completions	14	6	25.0	8	33.3	54.5	61.5
1 Year Vocational	25	16	64.0	9	36.0		
Completions	11	6	24.0	5	76.0	37.5	55.6
2 Year Vocational	5	0	0.0	5	100.0		
Completions	2	0	0.0	2	40.0	0.0	40.0

Table III: Analysis of Part-Time Programs

Program	Total Enrollment/ Completion		Male Enrollment	Percent of Total	Female Enrollment	Percent of Total	Completions Percent of Male	Completions Percent of Female
Supervision	30		24	80.0	6	20.0		
First Aid	10		5	50.0	5	50.0		
Pot. Language	25		9	36.0	16	64.0		
Course #1	20		6	30.0	14	70.0		
Course #2	16		5	31.2	11	66.8		
ABE	55		15	27.3	40	72.7		
Out-Reach	45		10	18.2	35	63.6		
Completions	3		2	3.6	1	1.8	13.3	2.5
Near Completions	17		6	10.9	11	20.0	40.0	27.5
Total	20	(36.3)	8	14.5	12	21.8	53.3	30.0
Lake Julia	10		3	5.5	7	12.7		
Completions	0		0	0.0	0	0.0	0.0	0.0
Near Completions	3		0	0.0	3	30.0	0.0	42.9
Total	3		0	0.0	3	30.0	0.0	42.9
Total ABE Completions	3		2	3.6	1	1.8	66.6	33.3
Near Completions	20		6	10.9	14	25.5	30.0	70.0
Total	23		8	14.5	15	27.3	34.8	62.2
Pre-Service Nursing	3		0	0.0	3	0.0		
Completions	1		0	0.0	1	33.3	0.0	33.3

Appendix III: A List of Native American Students

(Academic Year 1976-77)

Name	Male Female	Program/ Course	Full-Time Part-Time	Entry Date	Termination Date	Tribe	Reservation	Location of Program/ Course
Ackley, Arlyn	M	ABE	P	2/77	6/77	Chippewa	Mole Lake	LkJulia
Ackley, Michael	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LdFlam.
Allen, Diane	F	ABE	P	12/75	3/77	Chippewa	LduFlam	LdFlam
Allen, Donnie	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LdFlam
Allen, Gordon	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LdFlam
Allen, John	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LdFlam
Allen, Mike	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LdFlam
Allen Myra	F	BldMat.	F	9/76	10/76	Chippewa	LduFlam	LdFlam
Allen, Ross	M	BldMat.	M	9/76	5/77	Chippewa	LduFlam	LdFlam
Alloway, Betty	F	PotLang.	P	2/77	4/77	Potawat.	StoneLake	StoneLk
Armstrong, Donna	F	ABE	P	12/75	3/77	Chippewa	LduFlam	LduFlam
Armstrong, Daniel	M	ActClerk	F	9/76	11/76	Chippewa	LduFlam	LduFlam
Armstrong, James	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
		Superv.	P	10/76	12/76	Chippewa	LduFlam	LduFlam
Barney, Vivian	F	PotLang.	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Basina, Marlin	M	NAR	F	9/76	12/76	Menominee	Menominee	LkJulia
Bauman, Beverly	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
BigJohn, Maurice	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Bills, Arthur	M	PotLang	P	2/77	4/77	Potawat.	StoneLake	StoneLk
Bohnert, Cheryl	F	LibArts	F	9/76	5/77	Blackft	Br.Montana	LkJulia
Bodde, Mary	F	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
		PotLang.	P	5/77	7/77	Potawat.	StoneLake	StoneLk
Burgess, Benjamin	M	BldMat.	F	9/77	5/77	Chippewa	LduFlam	LdFlam
Burgess, Mary	F	ABE	P	4/77	5/77	Chippewa	LduFlam	LdFlam
Burgess, Theodore	M	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LdFlam
		ABE	P	1/77	5/77	Chippewa	LduFlam	LdFlam
Burnett, Donna	F	PreSarvNurs	P	1/77	3/77	Chippewa	MoleLake	LkJulia
Burnett, Larry	M	MachTool	F	1/77	5/77	Chippewa	MoleLake	LkJulia
Burnett, Timothy	M	AutoMech	F	9/76	5/77	Chippewa	MoleLake	LkJulia
Carrick, Allen	M	NAR	F	9/76	5/77	Chippewa	BayMillsMI	LkJulia
Chapman,Gibby	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Chapman, Leon	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Chosa, Edward	M	BldMat.	F	9/76	10/76	Chippewa	LduFlam	LduFlam
Christensen, Gerald	M	NAR	F	9/76	11/76	Chippewa	LduFlam	LkJulia
Christensen, John	M	BldMat.	F	1/77	3/77	Chippewa	LduFlam	LduFlam
Christensen, Richard	M	NAR	F	9/76	10/76	Chippewa	LduFlam	LkJulia
Crawford, Arnold	M	NAR	F	9/76	2/77	Potawat.	StoneLake	LkJulia
Cross, Brian	M	Bld.Mat.	F	9/76	4/77	Chippewa	LduFlam	LduFlam
Cross, Jerome	M	BldMat.	F	1/77	1/77	Chippewa	LduFlam	LduFlam
Cross, Tina	F	ABE	P	12/76	5/77	Chippewa	LduFlam	LduFlam
Daniels, Corlis	F	PotLang	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Daniels, Frank	M	MachTool	F	9/76	11/76	Potawat.	StoneLake	LkJulia
Daniels, James	M	PotLang	P	2/77	7/77	Potawat.	StoneLake	LkJulia
Daniels, JoAnn	F	AASAcctg.	F	9/76	11/76	Potawat.	StoneLake	LkJulia
		PotLang.	F	2/77	4/77	Potawat.	StoneLake	StoneLk

Name	Male Female	Program/ Course	Full-Time Part-Time	Entry Date	Termination Date	Tribe	Reservation	Location of Program/ Course
Daniels, Josephine	F	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
		PotLang.	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Daniels, Julius	M	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
Daniels, Lola	F	AASOfMidMg	F	9/76	3/77	Potawat.	StoneLake	LkJulia
Daniels, Mary	F	ABEClTyplst	F	9/76	5/77	Potawat.	StoneLake	LkJulia
Daniels, Ned,Sr.	M	PotLang	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Daniels, Ramona	F	PotLang	P	5/77	7/77	Potawat.	StoneLake	StoneLk
DeBrot, Timothy	M	NAR	F	9/76	11/76	Chippewa	LacCourte	LkJulia
Doud, Charlene	F	AcctClerk	F	9/76	9/76	Chippewa	LduFlam	LkJulia
Doud, Frank,Jr.	M	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Doud, Frank,Sr.	M	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Edwards, Patti	F	PreServNurs	P	1/77	2/77	Chippewa	LduFlam	LkJulia
Fox, Barbara	F	ABE	P	2/77	5/77	Chippewa	MoleLake	LkJulia
Fox, Clinton	M	ABE	P	1/77	5/77	Chippewa	MoleLake	LkJulia
Fox, Virginia	F	ABE	P	1/77	5/77	Chippewa	MoleLake	LkJulia
Garcia, Jonathon	M	LibArts	F	1/77	2/77	Menominee	Menominee	LkJulia
Gaulke, Ellsworth	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Gauthier, Greg	M	NAR	F	9/76	12/76	Menominee	Menominee	LkJulia
Gauthier, Lelia	F	LibArts	F	1/77	5/77	Chippewa	LduFlam	LkJulia
Goll, Jeff	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Graveen, Harriet	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Hazen, Franklin	M	NAR	F	9/76	9/76	Chippewa	LacVDesert	LkJulia
Hockings, Gene	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Isham, Fern	F	LibArts	F	1/77	5/77	Chippewa	CassLkMN	LkJulia
Jack, Arnold	M	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Jack, Kenneth	M	BldMat.	F	9/76	10/76	Chippewa	LduFlam	LduFlam
Jackson, John	M	LibArts	F	9/76	5/77	Potawat.	StoneLake	LkJulia
Jackson, William	M	PotLang	P	5/77	7/77	Potawat.	StoneLake	StoneLk
Jacobson, Emily	F	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
		PotLang.	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Jacobson, Virginia	F	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
		PotLang	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Jacques, Joan	F	ClerkTyp	F	1/77	5/77	Chippewa	LduFlam	LkJulia
Johnson, Eleanor	F	ABE	P	1/77	5/77	Potawat.	SaynerWI	LkJulia
Johnson, Jerrold	M	SmEngine	F	9/76	12/76	Chippewa	LduFlam	LkJulia
Johnson, Julianna	F	LibArts	F	9/76	12/76	Chippewa	LduFlam	LkJulia
Kasper, Harold	M	AutoMech	F	1/77	5/77	Potawat.	StoneLake	LkJulia
Komanekin, Joseph	M	LibArts	F	9/76	5/77	Menominee	Menominee	LkJulia
LaBarge, Alberta	F	ABE	P	3/77	5/77	Chippewa	LduFlam	LduFlam
LaBarge, Carol	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
LaBarge, Marlene	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
LaBarge, Virginia	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
LaBelle, Donald	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Lammert, Vicky	F	RetailSales	F	1/77	4/77	Oneida	Oneida	LkJulia
Lamson, Howard	M	NAR	F	1/77	5/77	Chippewa	L'AnseMI	LkJulia
Lamson, Ruth	F	LibArts	F	9/76	10/76	Chippewa	L'AnseMI	LkJulia
Larson, Goldie	F	LibArts	F	1/77	5/77	Chippewa	LduFlam	LkJulia

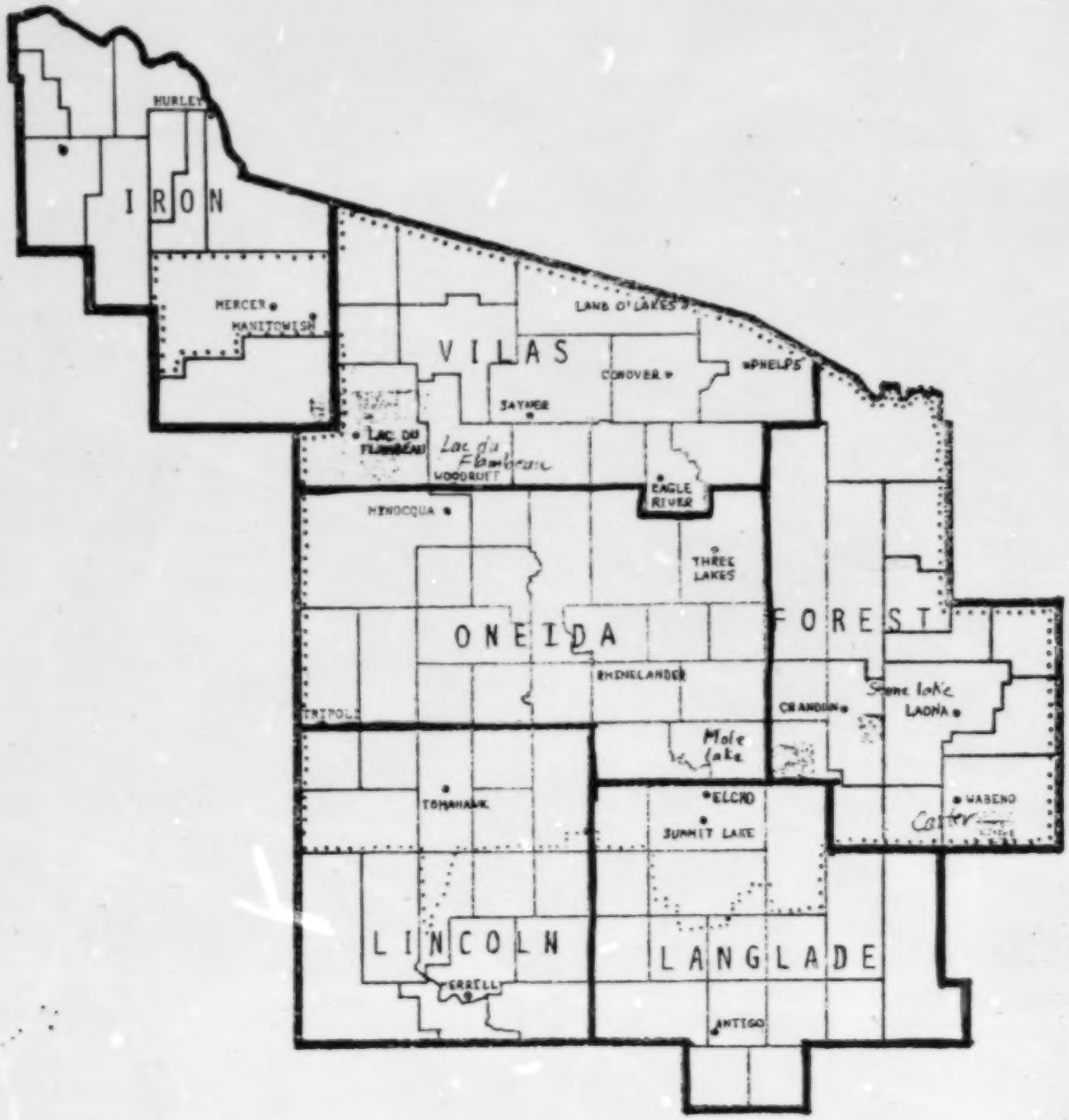
Name	Male Female	Program Course	Full-Time Part-Time	Entry Date	Termination Date	Tribe	Reservation	Location of Program/ Course
LeSieur, Harold	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Leszczynski, Bruce	M	NAR	F	9/76	9/76	Chippewa	LduFlam	LkJulia
Lipponen, Edward	M	AutoMech	F	1/77	3/77	Chippewa	Watersmeet	LkJulia
Martin, Carl	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Martin, John	M	NAR	F	9/76	10/76	Stockbri	Stockbridge	LkJulia
Masterson, Charles	M	NAR	F	9/76	5/77	Oneida	Oneida	LkJulia
Maulson, Christopher	M	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
Maulson, Tom	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
McAndrew, Nancy	F	LibArts	F	9/76	3/77	Winnebago	Rhldr.	LkJulia
McGeshick, Maureen	F	ABE	P	4/77	5/77	Chippewa	MoleLake	MoleLak
McGeshick, Maxine	F	ABE	P	3/77	5/77	Chippewa	MoleLake	MoleLak
Mehl, William	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Mendez,Jillaine	F	AASSecret.	F	9/76	5/77	Oneida	Oneida	LkJulia
Mexico, Winslow	M	LibArts	F	1/77	2/77	Potawat.	Carter	LkJulia
Milham, Alfred	M	AutoMech	F	1/77	5/77	Potawat.	StoneLake	LkJulia
Miller, David	M	NAR	F	9/76	5/77	Winnebago	Madison	LkJulia
Miller, Joseph	M	NAR	F	9/76	5/77	Stockbri	Stockbridge	LkJulia
Mitchel, Connie	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Morey, Verdelma	F	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Norris, Corrine	F	AASAcctg.	F	9/76	5/77	Chippewa	LduFlam	LkJulia
Parish, Clarence	M	NAR	F	9/76	2/77	Chippewa	BrimleyMI	LkJulia
Pauliot, Rosalind	F	ABE	P	9/76	5/77	Potawat.	Carter	Laona
Pemma, Bertha	F	ABE	P	9/76	5/77	Potawat.	Carter	Laona
Pete, Albert	M	NAR	F	9/76	5/77	Chippewa	Watersmeet	LkJulia
Pete, Hazel	F	LibArts	F	1/77	5/77	Chippewa	Watersmeet	LkJulia
Peterson, Byron	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Peterson, Denise	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Peterson, Ronald	M	ABE	P	2/77	5/77	Chippewa	LduFlam	LkJulia
Petonquot, Allen	M	NAR	F	9/76	10/76	Potawat.	Carter	LkJulia
Petonquot, Anthony	M	AutoMech	F	9/76	9/76	Potawat.	Carter	LkJulia
Philemon, Rudy	M	NAR	F	9/76	9/76	Chippewa	LduFlam	LkJulia
Phillips, Devon	M	AutoMech	F	9/76	10/76	Potawat.	StoneLk	LkJulia
Phillips, LaVera	F	PotLang	P	2/77	4/77	Potawat.	StoneLake	StoneLk
Polar, Charles	M	NAR	F	9/76	11/76	Chippewa	MoleLake	LkJulia
Polar, MaryAnn	F	ABE	P	9/76	5/77	Chippewa	MileLake	JkJulia
Polar, Brenda	F	ABE	P	3/77	5/77	Chippewa	Mole Lake	MoleLak
Poupart, Deanna	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LkJulia
Poupart, William	M	Superv.	P	9/76	4/76	Chippewa	LduFlam	LduFlam
Rice, Arnold	M	LibArts	F	1/77	5/77	Potawat.	Sayner	LkJulia
Rice, Lillian	F	LibArts	F	9/76	5/77	Potawat.	Sayner	LkJulia
Rice, Sherwin	M	LibArts	F	9/76	5/77	Potawat.	Sayner	LkJulia
Rivers, Judy	F	ABE	P	10/76	5/77	Chippewa	LduFlam	LduFlam
Rochon, Yvonne	F	LibArts	F	1/77	5/77	Menominee	Menominee	LkJulia
Sagataw, Vaughn	M	FoodPrep	F	9/76	1/77	Potawat.	WilsonMI	LkJulia
St. Germaine, Jim	M	Superv.	F	9/76	11/76	Chippewa	LduFlam	LduFlam
Schmock, George	M	LibArts	F	9/76	1/77	Chippewa	Rhinelander	LkJulia
Sero, Nanette	F	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Sharlow, Ernie	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Shawano, Lorna	F	ABE	P	9/76	5/77	Potawat.	StoneLake	LkJulia
Shepard, Diane	F	PotLang	P	5/77	7/77	Potawat.	Carter	StoneLk
Shepard, Elaine	F	FirstAid	P	10/76	12/76	Potawat.	Carter	StoneLk
		PotLang.	P	2/77	5/77	Potawat.	Carter	StoneLk

Name	Male Female	Program/ Course	Full-Time Part-Time	Entry Date	Termination Date	Tribe	Reservation	Location of Program/ Course
Shepard, Frank	M	FirstAid	P	10/76	12/76	Potawat.	Carter	StoneLk
Shepard, Louis	M	FirstAid	P	10/76	12/76	Potawat.	Carter	StoneLk
		PotLang.	P	2/77	7/77	Potawat.	Carter	StoneLk
Shepard, Malinda	F	ABE	P	9/76	5/77	Potawat.	Carter	Laona
Shepherd, Dennis	M	MachTool	F	1/77	5/77	Potawat.	StoneLk	LkJulia
Sheppo, Patty	F	ABE	P	10/76	5/77	Chippewa	LduFlam	LduFlam
Smith, Don	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Snow, Margaret	F	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Sornsin, Marie	F	ABE	P	3/77	5/77	Chippewa	LduFlam	LduFlam
Soulier, Wallace	M	LibArts	F	9/76	12/76	Chippewa	LduFlam	LkJulia
Spruce, Alicia	F	AASOffMidMgt	F	9/76	2/77	Chippewa	LduFlam	LkJulia
Stager, Faleigh	F	LibArts	F	9/76	4/77	Chippewa	MoleLake	LkJulia
Stevens, Michael	M	MachTool	F	1/77	3/77	Oneida	Oneida	LkJulia
Stone, Leonard	M	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Sunn, Pearl	F	ABE	P	3/77	5/77	Chippewa	LduFlam	LduFlam
Theobald, John	M	BldMat	F	9/76	5/77	Chippewa	LduFlam	LduFlam
		Superv.	F	9/76	11/76	Chippewa	LduFlam	LduFlam
Thompson, Sue	F	Vocational	F	1/77	2/77	Chippewa	LduFlam	LkJulia
Thompson, Virginia	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
Thoms, Joni	F	ABE	P	1/77	5/77	Chippewa	LduFlam	LduFlam
Thoms, Joyce	F	ClTypist	F	9/76	11/76	Chippewa	LduFlam	LkJulia
Thunder, Mary	F	PotLang.	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Tiedemann, Nell Lee	F	LibArts	F	1/77	5/77	Menominee	Menominee	LkJulia
Tukwab, Debra	F	PotLang	F	1/77	5/77	Potawat.	StoneLake	StoneLk
		ClTypist	F	1/77	5/77	Potawat.	StoneLake	LkJulia
Tuckwab, Donald	M	AutoMech	F	9/76	3/77	Potawat.	StoneLake	LkJulia
Tuckwab, Steve	M	ABE	P	3/77	5/77	Potawat.	StoneLake	Molelake
Tuckwab, Wayne	M	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
		PotLang.	P	2/77	5/77	Potawat.	StoneLake	StoneLk
		ClTypist	F	9/76	5/77	Potawat.	StoneLake	LkJulia
Valiere, Evangeline	F	ABE	P	1/77	3/77	Chippewa	LduFlam	LduFlam
Valliere, Jonell	F	PreSerNurs	P	1/77	4/77	Chippewa	LduFlam	LkJulia
Valliere, Lauren	M	BldMat.	F	9/76	11/76 (dec)	Chippewa	LduFlam	LduFlam
Valliere, Lauri	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
VanZile, Connie	F	ABE	P	3/77	5/77	Chippewa	MoleLake	MoleLake
VanZile, Sally	F	ABE	P	1/77	5/77	Chippewa	MoleLake	MoleLake
Vetterneck, David	M	BldMat.	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Vetterneck, Elizabeth	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
Wamego, Florence	F	ABE	P	9/76	5/77	Potawat.	Carter	Laona
Waube, Gordon	M	AutoMech	F	1/77	4/77	Potawat.	StoneLake	LkJulia
Wayman, John	M	LibArts	F	9/76	10/76	Chippewa	LduFlam	LduFlam
Wayman, Thomas	M	BldMat	F	9/76	5/77	Chippewa	LduFlam	LduFlam
		Sup & ABE	F	9/76	5/77	Chippewa	LduFlam	LduFlam
Welch, Ruby	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Wensaut, Arnold	M	FirstAid	P	10/76	12/76	Potawat.	StoneLake	StoneLk
Wensaut, Mary	F	PotLang.	P	2/77	7/77	Potawat.	StoneLake	StoneLk
Wewasson, William	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
White, Eunice	F	LibArts	F	9/76	10/76	Potawat.	StoneLake	LkJulia
White, Gerald	M	NAR	F	9/76	11/76	Chippewa	LduFlam	LkJulia
White, Jeanine	F	ClTypist	F	1/77	5/77	Chippewa	LduFlam	LkJulia
White, Lee	M	PotLang	P	5/77	7/77	Potawat.	StoneLake	StoneLk
White, LeRoy	M	LibArts	F	9/76	11/76	Chippewa	LduFlam	LkJulia
		LibArts	F	1/77	2/77	Chippewa	LduFlam	LkJulia

Name	Male Female	Program/ Course	Full-Time Part-Time	Entry Date	Termination Date	Tribe	Reservation	Location of Program/ Course
Whitefish, Debbie	F	ABE	P	9/76	5/77	Potawat.	Carter	Laona
Whitefish, William	M	PotLang	P	2/77	4/77	Potawat.	Carter	StoneLk
Wildcat, Frank	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Wildcat, Nora	F	ABE	P	11/76	5/77	Chippewa	LduFlam	LduFlam
Williams, Bernard	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Williams, David	M	PotLang	P	2/77	4/77	Potawatomi	StoneLake	StoneLk
Williams, Edmund	M	LibArts	F	9/76	5/77	Potawat.	HarvardvilMI	LkJulia
Williams, Linda	F	ClTypist	F	1/77	5/77	Chippewa	LfuFlamb	LkJulia
Williams, Raymond	M	AutoMech	F	9/76	9/76	Potawat.	SToneLake	LkJulia
Winch, Thelma	F	NAR	F	1/77	2/77	Potawat.	StoneLake	LkJulia
		PotLang	P	2/77	4/77	Potawat.	Stone Lake	StoneLk
Wolfe, Cheryl	F	ABE	P	9/76	5/77	Chippewa	LduFlam	LduFlam
Wolfe, Howard	M	ABE	P	1/77	5/77	Chippewa	LduFlamr	LduFlam
Wolfe, Wayne	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Wolfe, Yvonne	F	ABE	P	4/77	5/77	Chippewa	LduFlam	LduFlam
Wrigley, Bunny	F	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam
Young, Suzanne	F	ABE	P	3/77	5/77	Chippewa	LduFlam	LduFlam
Zimmerman, Mike	M	Superv.	P	9/76	11/76	Chippewa	LduFlam	LduFlam

Appendix IV

NICOLET VTAE DISTRICT



.....Denotes boundaries of Nicolet VTAE District